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MIDCAREER COURSE NO. 5

Critique

Part I - The Agency

SUBJECT: The Agency, 1965-1970

SPEAKER: [REDACTED]

25X1A

25X1A

Of those students who commented on [REDACTED] presentation, all with the exception of one, felt that the talk was most effective and served to set the tone of succeeding lectures. Students stated that [REDACTED] was both articulate and knowledgeable in impressing upon the class the basic aspects of the Agency mission and the responsibility in carrying out Agency policy.

25X1A

The one dissenting student felt [REDACTED] was "too obviously selling the Agency" to the group.

25X1A

Several participants suggested that [REDACTED] place greater stress on the 1965-1970 segment of his talks rather than on the history and development of the Agency; others suggested that [REDACTED] be asked back again near the conclusion of the six weeks course so that the students might have another question and answer period.

25X1A

25X1A

SUBJECT: The Intelligence Community

SPEAKER: [REDACTED]

25X1A

The majority of students felt that [REDACTED] was informative and gave a thought-provoking talk which derived some of its value from the experience of the speaker in both the DDI and DDP sides of the house. Several noted that he was particularly effective when he dispensed with his notes and in the question and answer discussion periods; others were impressed by his straightforward discussion of problems.

25X1A

Scattered criticisms included the fact that [REDACTED] used too many community and organization abbreviations which were unfamiliar to course members, basic problems of coordination were possibly over-

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emphasized, and that he gave a rather disjointed account of workings of the Community.

Suggestions were made that audio-visual material be utilized to show the relationships within the Community and that perhaps a member with non-Agency background (e.g., an Ambassador) be asked to give this lecture.

SUBJECT: The Evaluation of National Intelligence Programs
SPEAKER: [REDACTED]

25X1A

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25X1A

The majority of students agreed that [REDACTED] topic was an important one and should be included in future courses. However, opinion was divided as to [REDACTED] effectiveness in presenting the material. Some students from each component felt that perhaps the charter of NIPE itself was somewhat vague and this resulted in [REDACTED] overuse of generalities. Others felt that the talk itself was informative but the manner of delivery lacked dynamism. Most noted that [REDACTED] did very well in the question and answer period.

25X1A

SUBJECT: The Role of Intelligence in National Policy Formulation
SPEAKER: [REDACTED]

25X1A

!! || The class, with few exceptions, felt that [REDACTED] had complete command of his topic and gave an excellent and scholarly presentation on economic intelligence. Several commented on his ability to make a subject which could be dull rather interesting; others noted that his participation in the ^{informal} evening session was outstanding.

25X1A

SUBJECT: The Clandestine Services
SPEAKER: [REDACTED]

25X1A

The majority of the class felt that [REDACTED] was overly "security Conscious" and did not come to grips with the substance of clandestine operations. Students indicated that his approach was unimaginative, mechanistic, and lacked specific examples. Some felt that [REDACTED] spoke as if the midcareerists were not cleared for security and could not be trusted with unsanitized material.

25X1A

Two students from the DDI did note that [REDACTED] gave a good general talk stressing familiar points through which one was able to gain a better understanding of the relationship between functional

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staffs and area divisions.

25X1A SUBJECT: The Production of National Estimates
SPEAKER: [REDACTED]

Phrases such as outstanding, superb, lucid, most effective, stimulating are used to describe [REDACTED] presentation. Students from all components agreed that what [REDACTED] had to say was important and that he presented it in a most interesting way through the use of pertinent cases and examples.

25X1A

25X1A

25X1A SUBJECT: The Agency's Current Intelligence Role
SPEAKER: [REDACTED]

Approximately seven of the students who commented on [REDACTED] talk felt that he had given a "bread and butter" lecture which thoroughly covered the function of OCI.

25X1A

25X1A The remainder of the students felt that the presentation was poor, disoriented, and delivered in an uninteresting manner. (This was in part attributed to the fact that [REDACTED] was not feeling well). Some indicated that the topic itself was an interesting one and that the question and answer period was most stimulating in that [REDACTED] used specific cases to illustrate his replies.

25X1A

25X1A SUBJECT: Collection Guidance
SPEAKER: [REDACTED]

The majority of the class indicated that [REDACTED], in a clear, straightforward manner, covered the most important aspects of his topic and called attention to some central problems of the Agency. Some students, notably those from the DDS felt too much time was spent on organizational set-up and the function of CGS. Others felt certain problem areas were neglected and that illustrations and examples might have been used more often.

25X1A

25X1A SUBJECT: [REDACTED]
SPEAKER: [REDACTED]

Class opinion was unanimous in describing [REDACTED] evening presentation as excellent, superb, substantive, and entertaining. All

25X1A

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25X1A agreed that the material was well prepared and was presented in an invigorating and highly skillful manner. Most recommended retention of [REDACTED] for an informal, evening session.

25X1A SUBJECT: Counterintelligence in the U.S. Government
SPEAKER: [REDACTED]

25X1A The entire class, with the exception of one DDI student who termed [REDACTED] exposition superior, felt that [REDACTED] presentation was 25X1A disjointed, unorganized, rambling, and repetitive. Most indicated that he relied too heavily on his CI organization chart and failed to establish any rapport with his audience. Some felt [REDACTED] talked beyond his 25X1A allotted time in order to avoid a question and answer period. Many mentioned disappointment because no time remained for the scheduled question and answer segment of the talk. Several students recommended that the CI Staff speaker be invited for an evening session to insure sufficient question time.

25X1A SUBJECT: The Scope of [REDACTED] 25X1A
SPEAKER: [REDACTED]

25X1A Most students felt that [REDACTED] subject was one of importance to the Course, but they indicated his particular presentation was too vague and too general to be informative. Many recommended that specific cases and many more completed operations be included to demonstrate the functions and activities of the CA Staff.

25X1A SUBJECT: The Nature of Foreign Intelligence Operations
SPEAKER: [REDACTED]

25X1A The class, with the exception of three students, felt that [REDACTED] 25X1A was honest and forthright in his presentation on FI action. They indicated that he had control over his topic and was able, through the use of specific cases, to develop greater understanding of FI operations. Several students indicated that [REDACTED] formal lecture and his frank question and answer period did much to restore their image of the DDP.

25X1A

SUBJECT: Cover Problems

SPEAKER: [REDACTED]

One student from DDI and another from DDS felt [REDACTED] talk 25X1A
to be of value in that he gave a clear exposition of the problems of Cover.
The rest of the class indicated that a disproportionate amount of time was
devoted to cover; they also felt that the reading of a prepared speech made
the topic more deadly. Most stated that the question and answer period
was most unsatisfactory in that [REDACTED] was evasive and gave
perfunctory and supercilious replies to legitimate questions. Several,
representing each component, recommended that the entire topic be
eliminated from the program or recommended that [REDACTED] alone 25X1A
be asked to give the presentation.

25X1A

25X1A

SUBJECT: The Impact of Automatic Data Processing on Intelligence Activities
SPEAKER: [REDACTED]

25X1A

All students, with the exception of one from DDS&T felt [REDACTED]
presentation was one of the finest of Phase I. They noted that he knew his
subject well and presented it in a well balanced and effective manner;
most used such descriptions as "brilliantly presented," magnificent
presentation, fascinating. The concluding film was also commented on
favorably. Several recommended that the time given to [REDACTED] be 25X1A
increased in order to allow a longer question period.

25X1A

SUBJECT: Trends in Processing Information in Support of Intelligence
Production

SPEAKER: [REDACTED]

25X1A

The majority of students felt that [REDACTED] talk was a most useful 25X1A
complement to the presentation of [REDACTED]. They felt that he was well
informed on his topic and presented it in a forthright and balanced manner.
Most felt they had gained a good deal of new information re processing
in the Agency. One student suggested that [REDACTED] "come down harder 25X1A
on the urgency of certain information processing problems."

25X1A

25X1A

SUBJECT: The Role of [REDACTED]

SPEAKER: [REDACTED]

The class was unanimous in its observations re [REDACTED] talk. 25X1A
All felt that he was specific, clear, and candid in his remarks and he

25X1A pulled no punches in his replies. He included many interesting illustrations which served to make the mission and problems of [REDACTED] clearer. Several 25X1A students noted that [REDACTED] displayed such a command of his topic that it was hard to believe he had been with the component only two weeks.

25X1A SUBJECT: The Role of Technical Services in Supporting Agency Operations
SPEAKER: [REDACTED]

25X1A With the exception of two students who felt the TSD topic inappropriate since TSD is a support component and who felt the presentation was too basic and fundamental for the group, the remainder of the class felt the 25X1A topic an appropriate one and handled in a professional manner by [REDACTED]. Most agreed that he gave a clear and concise explanation of the current stance of TSD and that he covered much material within a short period. 25X1A Several noted that [REDACTED] chart was too small to be of value and should either be enlarged several times or dispensed with completely. Many recommended that more time be given to the TSD topic.

25X1A SUBJECT: [REDACTED]
25X1A SPEAKERS: [REDACTED]

25X1A Reaction to the Saturday [REDACTED] program was mixed. Some students representing all components were most enthusiastic stating that the instructors did an excellent job in their presentations. These same students felt that the discussions were quite worthwhile and the 25X1A demonstration excellent. Some qualified their praise by suggesting inclusion of actual case histories and/or a shortening of the lecture periods.

25X1A An equal number of students viewed the programs as a waste of time and of little value. They suggested film substitutions for the demonstration and recommended discussions of actual cases in SE Asia or other places where [REDACTED] work is under way.

Most of those favoring the program stated that it was a must for future classes, and one recommended extension to a full day.

25X1A SUBJECT: Administrative Relationships with Other Agencies
SPEAKER: [REDACTED]

The class, without exception, described [REDACTED] presentations in such terms as "excellent," "orderly," "coherent," "extraordinarily well 25X1A

25X1A

informed," and "frank." Most felt that his discussion on management was the most appropriate topic of executive development and was one of the best aspects of the Course. They noted that he dealt directly with managerial problems and was prepared to present matter in a frank and thoughtful manner. Most students credited [REDACTED] presence at [REDACTED] for 2 days and his enthusiastic support of the Midcareer Course for the excellent showing made by the speakers of the DDS component.

25X1A

25X1A

SUBJECT: The Finance Office
SPEAKER: [REDACTED]

25X1A

Members of all components agreed that [REDACTED] gave a lucid and well organized talk on the finances of the Agency, its relationship to Congressional Committee on this account, and its relationship with the Bureau of the Budget. Most felt that he made very effective use of detailed charts in order to transmit his information although one student suggested that these graphic aids be limited to a few pertinent items in future discussions. Some students suggested that [REDACTED] be asked to stay for the evening session if possible in the future.

25X1A

25X1A

SUBJECT: Logistical Support of Operations
SPEAKER: [REDACTED]

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The majority of the class felt that [REDACTED] gave a logical, well organized lecture in which he placed logistics in a dynamic relationship with the Agency's mission. Some suggested that more specific case examples of direct support of operations be used to illustrate logistical support. Two DDI members of the class felt the lecture was relatively ineffective--disjointed.

25X1A

SUBJECT: Security Considerations in Accomplishing the Agency's Mission
SPEAKER: [REDACTED]

25X1A

With few exceptions, students felt that [REDACTED] gave an excellent summary of various security problems which allowed them to realize the complex nature of security operations. Most were surprised at the dimensions of the problems faced by the Office of Security and felt [REDACTED] gave them insight into the humane administration of security.

25X1A

25X1A

Those who disagreed, felt that [REDACTED] reading of his paper took away some of its effectiveness; others felt that he should eliminate or limit his use of statistics.

25X1A

SUBJECT: Health Considerations in an Unusual Work Environment
SPEAKER: Dr. [REDACTED]

25X1A

Class reaction to [REDACTED] talk was mixed. Two students from each component felt that too much time was spent on abstract ideas and not enough on the fundamental medical problems of the Agency, the effects of medical problems on the Agency, or signs of employee mental or physical illness of which those in managerial positions should be aware.

25X1A

On the other hand, the remainder of those commenting, stated that the talk was well organized, comprehensive, and gave students a greater understanding of an area not well known in the Agency. Some students recommended that [REDACTED] be asked to stay for an evening session.

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SUBJECT: Personnel Management
SPEAKER: [REDACTED]

25X1A

The entire class agreed that [REDACTED] subject was one of vital interest to the class and all felt that he had done an excellent job in presenting the Agency picture and in clarifying the problems of age, grade level, and headroom within the Agency. Some did note, however, that they felt M. [REDACTED] painted a particularly depressing view since the problems he discussed seemed to be aimed primarily at the age and grade bracket of the midcareerists themselves.

25X1A

25X1A

SUBJECT: Responsibility for Funds
SPEAKER: [REDACTED]

25X1A

The class was unanimous in its opinion that [REDACTED]'s performance was one of the best in the Course. Most stated that he was an extremely effective and dynamic speaker who was able to tie together much of the material presented previously. Many mentioned his "personal reference" touch as an added factor in creating a good feeling and as a proof of the time and research put in on preparing the talk. Many students also noted that they felt [REDACTED] was absolutely the right person to conclude Phase I of the Course; any speaker following him would have been deemed anti-climactic.

25X1A

SUBJECT: Panel: Agency Management Problems
SPEAKERS: [REDACTED]

25X1A

Those students who commented on the final seminar agreed that it

25X1A was one of the most interesting and informative they felt that the speakers were competent and frank in their discussion of managerial problems as seen in various directorates of the Agency. In addition to [REDACTED] 25X1A [REDACTED] was singled out as particularly effective, with several students suggesting that he be asked to speak in his own right on a DDP topic.

25X1A SUBJECT: Communications [REDACTED] 25X1A
Technical Communications Developments
SPEAKER: [REDACTED] 25X1A

Without exception, the students agreed that [REDACTED] is a master of his field. They noted that he gave an excellent overview of current and long range problems in the communications field and that he did this in a most lively and interesting way. Most recommended that he be retained as an integral part of the Course.

25X1A
SUBJECT: Site Tour - [REDACTED]

Reactions re the value of touring the receiver and transmitter stations were mixed. One DDP student felt that a disproportionate amount of time was spent on commo and that much of it was too technical to be absorbed by the layman. The majority of students, however, deemed the receiver site visit a valuable one in that it answered questions raised as a result of field assignment and provided much useful information on the practical side of Commo. With few exceptions, these same students recommended that the trip to the transmitter site be eliminated since it only represented an additional look at rather awesome machinery.

SUBJECT: Briefing and Tour of Signal Center - Headquarters

25X1A Most students indicated that the Signal Center visit was of interest, although at times too technical. Most felt, however, that this trip was quite repetitive and covered much the same material and machinery as [REDACTED] 25X1A They therefore, recommended eliminating either the Headquarters phase or [REDACTED] phase. Several students suggested if the [REDACTED] segment was retained, 25X1A that the scope of the visit be enlarged to include a tour and discussion of the Hot War Communications Center, the relocation facility, and the Vital Records Center. Other s felt if the Signal Center segment was retained, it could perhaps be enlarged to include a visit to the Cable Secretariat and

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the Watch Office, thereby complementing the Commo flow. One student also felt a schematic chart, showing the step by step development of a cable from desk to customer might be useful in this section of the Course.

25X1A SUBJECT: Briefings and Tour of NPIC
SPEAKER [REDACTED]

25X1A All students, with the exception of one who felt that the amount of detail presented was out of proportion to the rest of the Course, stated that the NPIC briefings and tour were a must for future midcareer courses. Most felt that [REDACTED] had done a magnificent job, presenting his talk in a well organized and clear manner. Some did indicate that perhaps a few of the slides used in the morning briefing could be eliminated.

Most felt that the speakers, other than [REDACTED], were also well 25X1A prepared and organized. However, some noted that there was some overlap of the morning material given in the later sessions. Several students recommended fewer stops on the afternoon "whirlwind tour" and greater detail in a few areas, rather than a brief but hurried visit to several areas. Some students felt observation of the PIs at work or a demonstration by them might prove to be of value.

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MIDCAREER COURSE NO. 5

Summary of Critiques

Part II (Brookings)

I. Introductory Note

The Brookings critique form differs markedly from that used by us for Parts I and III of the Course. As a result, it is too cumbersome to attempt to summarize the Brookings critiques in the same manner as for Parts I and III. A more compatible critique form is scheduled for use at Brookings for Course No. 6.

II. Changes Introduced for Course No. 5

- A. Brookings agreed to return to a schedule of ten working days rather than continue the seven days which had been arranged for Course No. 4. No increase in contractual costs accompanied this shift back to the original duration of the Brookings phase.
- B. Additional small group discussions were incorporated into the schedule. Unfortunately, these did not accomplish the intended purpose of allowing more discussion in depth of points made in lectures. The probable reason for this failure is that Brookings believes that the small group discussions should be led by a participating student rather than a Brookings staff member or some other qualified individual. Consequently, the sessions were unstructured and failed to produce any valuable return for the time invested.
- C. An additional social hour was added to the schedule. One of these affairs took place after work on the first Monday of the Course and several of the speakers for the first week were present. The second social hour, on the last day of the Course, was graced by the presence of two of the second week's speakers.
- D. Brookings agreed to add coverage of the Policy Planning Council and of the USIA. In both instances the speakers selected were

past members of the organizations concerned, a fact which detracted somewhat from otherwise highly acceptable presentations.

- E. At our suggestion, Brookings invited Congressman Melvin Price to address the conference. The Congressman's prepared talk was too elementary for the group, but the discussion period served to salvage what otherwise might have been an almost unproductive appearance.
- F. Several speakers who were not well received in Course No. 4 were dropped from the schedule of Course No. 5.

III. Summary of General Impressions

The concensus of the group was that they heard what they went to hear and that in most cases the material was extremely well presented by impressive people.

Quite consistently the students expressed their feeling that the two weeks were most productive. Time and again this comment concerning the opportunity to think about other than their every-day responsibilities appeared. Many students singled out the provocative and stimulating effect of the program. Several of them felt this would carry over and benefit them as citizens as well as Government employees.

The daily schedule appeared to be about right in terms of time and breakdown between lectures and discussions. The reading material was highly regarded for the most part although there was perhaps a bit too much of it.

Significant observations on the weaker aspects of the Brookings phase appear elsewhere in this paper.

IV. Reactions to Individual Speakers

- A. As the students were not required to comment on all speakers, but merely asked to identify those of greatest and those of least value and effectiveness, there is no uniformity in the number of times a given speaker was cited. For what it is worth, however, the following tabulation has been extracted from the critique forms.

25X1A	<u>Speaker</u>	<u>Times Cited as Most Valuable</u>	<u>Times Cited as Least Valuable</u>
		21	0
		18	0
		16	0
		14	1
		8	0
		10	2
		7	0
		8	2
		9	3
		7	2
		8	4
		4	5
		4	9
		2	7
		2	9
		1	11
		1	12
		0	15

B. Observations on Some of the Better and Poorer Presentations

- In general, the speakers receiving a high degree of acceptance were cited for their comprehensive knowledge of their subject matter, the fact that they were in the field of endeavor which they were discussing, their ability to communicate effectively with the group, and their willingness to provide straightforward answers to questions. Speakers with a low degree of acceptance usually were found seriously lacking in one or more of these characteristics.
- 25X1A 2. [REDACTED] has appeared for Courses 3 through 5. He has always emerged at the top of the list and has yet to be cited among the

least valuable speakers. His humor adds significantly to the wealth of first-hand illustrations which he weaves expertly through his presentation.

25X1A 3. Oddly enough, [REDACTED] who has appeared for Courses 4 and 5, was cited among the poorer speakers in Course 4. According to [REDACTED] admitted that he had made the Course 4 presentation "off the top of his head." The advantages of preparation and a respect for the intellectual level of the conferees is reflected by [REDACTED] position in the minds of Course 5 students. Worthy of special note is the fact that the students asked to have [REDACTED] return on Friday afternoon to continue the discussion. This was done, to the benefit of all.

25X1A 4. [REDACTED] who has appeared before all five courses, is consistently among the top-ranked speakers. Of no small advantage to him is his past association with the Agency and his consequent ability to address himself directly to high-level problems of immediate interest to the group.

25X1A 5. [REDACTED] has talked to Courses 3 through 5. He was not rated too well by Course 4, but this was probably because his presentation suffered as a result of his being in some physical pain, a fact unknown to the students, who might otherwise have been a bit more charitable.

25X1A 6. [REDACTED] has appeared before all five courses. His acceptance by Course 4 was second only to [REDACTED]. There is no discernible reason for the paucity of citations by Course 5.

25X1A 7. [REDACTED] has talked to all Courses except the fourth. He did well in Course 2; received mixed reaction in Course 3, and made a notably poor impression in Course 5. The latter group reacted strongly against [REDACTED] reiterated defense of the Press on the grounds of the need to make a living.

25X1A 8. [REDACTED] has appeared before Courses 4 and 5. He was poorly received by Course 4, but discussion with [REDACTED] led us to believe that this was the result of [REDACTED] being asked to talk on a topic of but secondary concern to him. For Course 5, [REDACTED] spoke on the subject matter with

which he is academically knowledgeable. He still failed to produce a positive reaction, probably because his manner of presentation is rather dry and uninspiring.

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9. [REDACTED] spoke for the first time to Course 5. Unfortunately, his material duplicated to a great extent that covered by [REDACTED] the preceding day. Also the Professor was a bit too academic to suit the mood of the conferees.

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MIDCAREER COURSE NO. 5

Critique

Part III - World Affairs

25X1A SUBJECT: Problems of National Security
SPEAKER: [REDACTED]

25X1A The majority of the students agreed that the topic, "Problems of National Security" was a most appropriate and timely Phase III opener. Most also felt that [REDACTED] was an effective speaker who presented his material in a forthright and comprehensive manner. Some students qualified their praise by stating that [REDACTED] spoke too rapidly and attempted to cover too wide a range of subjects within a limited period. To remedy this, several midcareerists suggested that he be given a longer time period and use visual aids to reinforce his points.

25X1A One or two students from each component felt that the topic was an appropriate one but one which [REDACTED] did not cover well.

25X1A SUBJECT: U.S. Military Strategy
SPEAKER: [REDACTED]

25X1A With the exception of one student from DDS and one from DDP who thought [REDACTED] presented his material in an interesting and informative way, the class felt that [REDACTED] was one of the poorest speakers of the final phase. Most described his presentation as vague, disjointed, ineffective, and rambling. Most felt that his handling of the question and answer period was also inadequate. Several students noted that the topic itself was of sufficient importance to be included in future courses but strongly recommended that another speaker be utilized.

25X1A SUBJECT: Current Problems in Latin America
SPEAKER: [REDACTED]

25X1A The class was unanimous in its opinion that [REDACTED] was an excellent speaker who gave a comprehensive and well organized presentation of an

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25X1A appropriate topic. Most specifically commented on how well prepared
25X1A [REDACTED], the depth and breadth of his area knowledge and his
quiet competence in both the formal lecture and in the question and answer
period. Most urged that he be retained for future classes; one student
recommended that newly appointed Assistant Secretary [REDACTED] be asked 25X1A
if [REDACTED] were not available at the required time.

25X1A SUBJECT: [REDACTED]
SPEAKER: [REDACTED]

25X1A The majority of the class felt that [REDACTED] had given a clear and
25X1C logical presentation of [REDACTED] activities. They particularly applauded
his use of the case history approach and although some noted he was prone
25X1A to "oversell" his product, most felt that his exaggerations added to the color
25X1A of the discussion. Three students indicated that [REDACTED] should not
confine himself to the [REDACTED] presentation in future courses, but should give
a broader talk, including other Latin American countries as well.

25X1A SUBJECT: Developments in Soviet Foreign Policy
SPEAKER: [REDACTED]

25X1A 25X1A
Most students agreed that [REDACTED] topic was an important one and
that his lecture was well organized and informative. However, class reaction
25X1A was mixed as to [REDACTED] effectiveness as a speaker. Some students,
representing all components, felt the material was well presented, while
others indicated that it was delivered in a colorless and pedantic manner.
25X1A Reaction was also mixed in relation to [REDACTED] performance during the
question and answer period with some students stating that he did not
25X1A handle the questions well while an equal number noted that [REDACTED] was
forthright in answering questions and did an unusually good job of answering
them.

25X1A SUBJECT: [REDACTED]
SPEAKER: [REDACTED]

25X1A The students agreed that [REDACTED] drawing on considerable personal
background knowledge, gave a well delivered lecture. Most felt that he
25X1C was particularly effective when he utilized the case history approach re the
[REDACTED] since first hand experience creates a heightened interest; one felt
25X1A [REDACTED] might improve the topic by showing the rise of positive intelligence

25X1A and counterintelligence in the operation. Most noted, however, that Mr. [REDACTED] through the use of excellent visual aids and actual examples, was energetic, entertaining, and stimulating in his presentation.

25X1A SUBJECT: Communist China in Historical Perspective
SPEAKER: [REDACTED]

25X1A "Excellent and colorful," "very provocative presentation," "stimulating," were phrases used by most students in describing [REDACTED]'s presentation. The majority felt he had a tremendous fund of knowledge and presented it in a challenging and effective manner; several noted his skill in presenting his information in an entertaining manner. Approximately four other students
25X1A noted that although [REDACTED] talk was well structured and informative, it was weighted too heavily on the negative or gloomy side of the picture.

25X1A SUBJECT: [REDACTED]
SPEAKER: [REDACTED]

25X1A Most students agreed that [REDACTED] was an impressive speaker who gave a good presentation on clandestine operations in general. Some noted
25X1A that he used a most effective technique in comparing the day to day activities of an [REDACTED] in this way, many students noted that they had a more realistic view of the clandestine services than had previously been presented. Some indicated that they felt
25X1A [REDACTED] spent too long a time on a discussion of the [REDACTED] 25X1A

25X1A SUBJECT: The United States and International Organizations
SPEAKER: [REDACTED]

25X1A Most of the class agreed that [REDACTED] topic was an important one which should be retained for future classes. However, reaction was mixed as to his effectiveness as a speaker. Students from the DDP and the DDS&T generally rated him as poor to fair in effectiveness of presentation; on the other hand, the majority of DDI and DDS students felt that [REDACTED] did
25X1A a credible job in presenting the U.S. position in the U.N. Other DDI and
25X1A DDS students indicated that [REDACTED] was too limited in his topic and lacked depth in his presentation.

25X1A SUBJECT: The Role of Science and Technology in CIA
SPEAKERS: [REDACTED]

With the exception of one student who felt the DDS&T presentation

25X1A

somewhat superficial, all other students agreed that the afternoon presentation was very well organized and [REDACTED]'s talk particularly effective. Most felt that the briefing gave them a systematic exposition of all major DDS&T components. Some students suggested that each member of the panel be allowed to give a 15 minute briefing on his particular area; others indicated that this type of panel situation is more appropriate for presentation at [REDACTED]

25X1A

SUBJECT: Observations on the Intelligence Profession
SPEAKER: Allen W. Dulles

The class was unanimous in its gratitude to Mr. Dulles for appearing and speaking before the group. Most used the words "highlight," "privilege," "unforgettable," and "inspiring" in describing the session. Several specifically stated that Mr. Dulles should be considered a vital and irreplaceable element of the Course -- a person to be enjoyed as long as he is available.

25X1A

SUBJECT: The Defense Intelligence Agency
SPEAKER: [REDACTED]

25X1A

25X1A

Most DDI students and one DDS&T student rated [REDACTED] talk as stereotyped and routine; they felt that he spent too much time on organizational charts and not enough on the underlying problems of DIA or on DIA's relationship with CIA. On the other hand, DDS and DDP students were almost unanimous in their opinion that [REDACTED] was a good speaker who presented his material in a frank and candid manner. Several specifically noted that they appreciated the General's honest appraisal of DIA's weaknesses.

25X1A

SUBJECT: Africa - Major Trends and Developments
SPEAKER: [REDACTED]

25X1A

The majority of students felt that considering [REDACTED] position (that of a political appointee in African Affairs), his talk was fair to good. Most felt that he gave a conservative and somewhat reserved presentation which was effective when viewed from the pragmatic idealist's point of view. His overview of trends in Africa was labeled superficial by some while others felt he was bound by his current position to present the view of the policy makers.

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25X1A

SUBJECT: An Examination of the Sino-Soviet Split
SPEAKER: [REDACTED]

25X1A

25X1A

With few exceptions, the class felt that [REDACTED] was an expert on the topic under discussion and that his presentation was an informative analysis of the situation and was intellectually stimulating. Some students, while agreeing with this general statement, felt that [REDACTED] dwelt too much on the ideological aspects of the split rather than on the collision of national entities; three others indicated they had difficulty in understanding Professor Bialer.

25X1A

Two students recommended obtaining speakers from DDI on this topic and requesting that [REDACTED] be asked to speak on his own actions and reactions within the Communist Party in [REDACTED]

25X1A

HUNTSVILLE-HOUSTON FIELD TRIP

The majority of students agreed that the Huntsville-Houston trip was a highlight of Phase III of the Course. Most felt that through direct exposure to the U.S. space program, they had acquired a greater understanding of its complexity and its impact on the economic life of our country. These same students noted that since our nation will be concerned more and more with space technology, it is imperative that those in the intelligence field have a sufficient understanding of it in order to determine our capabilities and deficiencies in relation to our enemies. Many midcareerists specifically noted that the value of the trip will increase as the time for the manned space trip to the moon comes closer.

Three students felt the trip could not be justified in terms of time and money spent by the Agency. One widespread criticism was the failure of the briefers at both Huntsville and Houston to take into account the special clearances of the students; many complained that the briefings were of the level of a local Chamber of Commerce group. Most suggested that the briefers be made aware of the make-up of the group and its clearances. Others suggested that the handout materials be made available before the tours while others noted that, it at all possible, a trip to Cape Kennedy in conjunction with Huntsville and Houston would make the field trip even more meaningful.

25X1A

SUBJECT: Tour of Computer Center
SPEAKER: [REDACTED]

Class reaction was mixed on the value of the tour of the Computer Center and the demonstration of the language translation machine. Of

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25X1A

those students who commented, several stated that the trip was of marginal interest and somewhat anti-climactic after the Huntsville-Houston trip. Others felt that it completed their understanding of computers and that it complemented [REDACTED]'s outstanding performance at [REDACTED]. Two students noted that the one hour time allotment was sufficient for the tour and demonstration, while another requested information on the types of data Computer Services is prepared to furnish.

25X1A

25X1A

SUBJECT: Current Problems of the Near East
SPEAKER: [REDACTED]

25X1A

With the exception of one student who thought [REDACTED]'s presentation "rather pedestrian," the students felt that [REDACTED] was a fluent and knowledgeable speaker who delivered a highly informative and comprehensive lecture. Most commented on his ability to present his area knowledge without a note or reference of any kind; many indicated that he was one of the finest speakers and should be considered a must for future classes.

25X1A

25X1A

SUBJECT: Arms Control - Background and Developments
SPEAKER: [REDACTED]

25X1A

Reaction to [REDACTED] presentation was mixed. Most students agreed that the topic itself was of importance, but some felt that [REDACTED] lecture lacked force and avoided probable controversies which would have made the discussion more meaningful. However, others stated that [REDACTED] covered his topic with clarity and simplicity and gave a "fine, across the board" view of the current situation in his field.

25X1A

25X1A

SUBJECT: Critical Problems for American Foreign Policy
SPEAKER: W. Averell Harriman

The class was unanimous in its opinion that Governor Harriman was an excellent choice as the final substantive speaker for the Midcareer Course. His presentation was described as frank, stimulating, and inspiring; many students strongly recommended that Governor Harriman be asked to speak again to future Midcareer Courses, and if at all possible be used as the final speaker.

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MIDCAREER COURSE NO. 5

Final Critique Summations

The majority of students who commented on the spacing and length of the various phases of the Course felt that all the selections should remain essentially the same. Several felt that the pace at Brookings was too leisurely and could be improved by either shortening it to one week or by increasing the number of speakers scheduled.

25X1A

The [REDACTED] phase of the Course was rated as particularly valuable by most of the students, and they urged that it be retained. Three students recommended that this portion of the Course be lengthened to three weeks and include those elements of Phase III which related to the Agency. One student recommended three weeks at [REDACTED], three 25X1A weeks at Brookings, two at Broyhill, and one on a field trip. Several students all suggested that the field trip period be extended at least another day.

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